Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

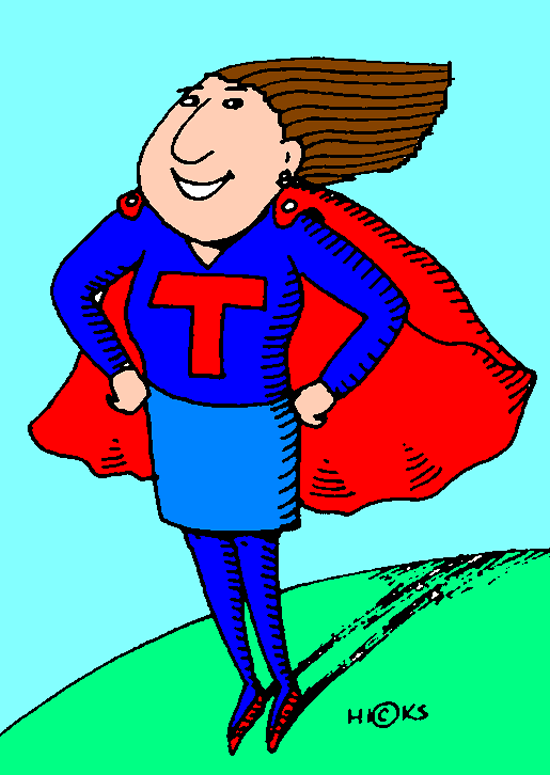
**Hint, hint! All of the spelling words are verbs!**

Anchor Text: How Chipmunk Got His Stripes

Tic Tac Toe

Directions: After reading How Chipmunk Got His Stripes, choose **three** activities to complete one from each category **(Vocabulary/Spelling, GRAMMAR, and COMPREHENSION).** Mark your choices with X’s or O’s. Staple your completed work together & return it to school.

|  |  |  |
| --- | --- | --- |
| **Vocabulary/Spelling**  **Write your spelling words in ABC order. Highlight or underline the ed & ing endings.** | **Vocabulary/Spelling**  **Choose 5 vocabulary words. Find them in the glossary in the back of your reading book. Read the definition. Rewrite it in your own words. Draw a quick doodle picture to help you remember the word’s definition.** | **Vocabulary/Spelling**  **Create a tree map sorting spelling words by their patterns/sounds by their endings (-ed, -ing). What sounds do you hear? What differences can you see in the spelling patterns? Which ending had the most words?** |
| **GRAMMAR**  **Create a tree map with two branches.**  **One the left create a list 6 present tense verbs. On the right, write the past tense of the verb.**  **Ex: Verbs**  **Present Past**  **run ran**  **skip skipped** | **GRAMMAR**  **Create 4 complete sentences using capitals and punctuation. Include two vocabulary words in each sentence. Underline the vocabulary words.** | **GRAMMAR**  **Create a circle map with the word verbs in the middle. Divide the larger outer circle in half. Write past tense verbs on one side & present tense verbs on the other side.**  **Verbs** |
| **COMPREHENSION**  Read this week’s story with someone. Chose two pages to reread. Write sentences to answer each question. Who? Did what? When? Where? Why? | **COMPREHENSION**  Read p.296-297 from your book. Draw and complete the Understanding Characters Map. | **COMPREHENSION**  Choose a page from How Chipmunk Got His Stripes. Create a Flow Map like the one on p. 264. Identify the main idea of the page and list 2 details. |



**Hint, hint! All of the spelling words are verbs!**

**Vocabulary Words:**

*Tunnel, curled, height, direction, toward, healed, brag, tease*

**Spelling Sound Words:**

Liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked

**Super Second Grade**

**Lesson 9 Mission:**

**This week’s objectives:**

* Read grade level stories and identify words from the stories that indicate why the author wrote a story.
* Ask & answer questions about stories (Who, What, When, Where Why).
* After listening to or reading a story, explain what the characters were thinking, how they felt, what their actions were. Justify your answers with details from the story.
* Read, sort & spell words with base words and endings(-ed, -ing).
* Understand that verbs are words that show action. Identify and create past & present tense verbs.
* Fluently add and subtract math problems equaling 0-20(3 seconds per problem).
* Count by 5, 10s & 100s starting at any number.
* Understand that three digits in a number represents groups of **Hundreds, Tens, & Ones.**
* Read & write numbers using different formats: word form, standard form, expanded form.
* Explain the ideas of addition & subtraction using a variety of strategies (pictures, words, & numbers).

Assignments:

**Reading/ELL & Spelling:** Complete 3 tasks from the TIC TAC TOE board (one from each category). Study spelling sound patterns. We will have assessments on Friday.

**Math:** Practice math problems using flash cards and fluency page. Please use a dry erase marker & page protector (don’t write on the actual paper).